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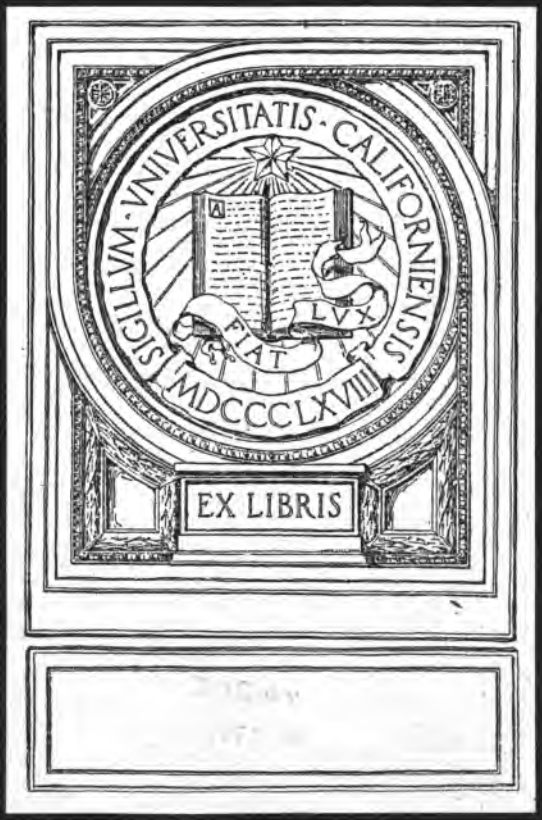
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VOCATIONAL GUIDANCE THROUGH THE LIBRARY

BY

MARY E. HALL

Girls' High School, Brooklyn

WITH SELECT BIBLIOGRAPHY BY

JOHN G. MOULTON

Brooklyn Public Library

REPRINTED FROM THE

MASSACHUSETTS LIBRARY CLUB BULLETIN, JANUARY, 1911

AMERICAN LIBRARY ASSOCIATION PUBLISHING BOARD

78 EAST WASHINGTON STREET, CHICAGO

1911

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UNIV. OF CALIFORNIA

AMERICAN LIBRARY ASSOCIATION PUBLISHING BOARD
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1914

ings are an absolute necessity to the family. Most leave because they are tired of it, because it does not hold their interest.

Among the poorer classes tens of thousands of our boys and girls are each year sent out from the elementary schools and, as Charles Booth puts it, "pitchforked" into the industrial world with characters unformed and without any definite preparation for work. Many of these drift into the "blind alley" occupations which train for no special work and have in them no outlook and no hope of advancement. At eighteen many of these find themselves unable to earn enough to support even themselves, much less others who may be dependent upon them. With courage gone they lose interest in their work and finally are dismissed and added to the number of unemployed and unemployables. The great majority might have been happy in profitable labor and have had some outlook for advancement, if parents had insisted that they remain in school until they had received some special training for work and were more mature and better fitted mentally, physically, and morally for the battle of life.

Parents are finding it more and more difficult to guide their children into vocations best suited to their abilities. Conditions in our cities are so complex and there is so much need for specialization that it is impossible for the busy parent to have a proper knowledge of the various occupations, the necessary preparation, their opportunities, etc. Many parents give no serious thought to this problem and large numbers are too ignorant to make any careful study of the question.

There has been no organized effort in the past to bring the would be worker and the employer together. Many bright students have lacked the friend who could bring them in touch with the right work and the right employer. Many an employer would prize the services of these promising boys and girls but he has never thought of applying to the school for them.

II. THE AIM IN VOCATIONAL GUIDANCE. Professor Bagley in his "Educative process" reminds us that the ultimate end in education is the development of the socially efficient individual. "That person only is socially efficient who is not a drag upon society, who, in other words, can 'pull his own weight' and earn his own livelihood either in a productive employment or by guiding, inspiring and educating others to productive effort."

The aim in the vocational guidance movement in the schools is to help each student in the schools to find what is for him the "best possible work". While utilitarian and practical, it is far from being

the mere bread and butter aim which it appears to be as we look on it from the outside. One has only to work in close touch with the principals and teachers who are leaders in this movement to realize that it means much more than the exchange of so much labor for so much money. At its best, vocational guidance means, as Mr. Davis tells us, "The gradual unfolding of a pupil's better understanding of himself, the opening of his eyes to the broad field of opportunity in the world, a selection of and preparation for his own best field of service. It includes ethical instruction which is practically applied to the student's own life, an awakening of the moral consciousness that will lead the pupil to emulate the character of the great and good and it means an appreciation of one's duty and obligation as a social being to his business, his neighbor, and to the law."

Mr. Bloomfield tells us that it means for our boys and girls who leave school to go to work "The social protection of the school and community during the transition period from the school to the working life. At no time in their lives is it more needed, for the period of adolescence is the moral crucible of youth. The school must cooperate with the home and the occupation in order to tide over this part of one's life wherein efficiency or inefficiency develops."

III. METHODS OF WORK. Vocational guidance is developing a new profession, that of the "vocational counselor." This vocational counselor may be a specially trained person who has made a study of the various occupations of the city and is in a position to give the necessary advice and information to the teachers and parents or to the pupils themselves as they come for personal interviews. The counselor is supposed to know the opportunities which different trades and occupations offer, whether conditions are sanitary, whether there is chance for advancement, what the wages are and what qualifications are necessary for success. A part of the counselor's work is to study the individual boys and girls and discover special aptitudes and latent ability and see where these can be put to the best use. The counselor "assists in every possible way in placing pupils in some remunerative work on leaving school and keeps in touch with them and helps them thereafter, suggesting means of improvement and watching the advancement of those who need such aid." In most schools this work of the counselor is done by some teacher selected by the principal for the purpose and chosen because of a sympathetic understanding of boys and girls. This teacher is relieved from full work in teaching and is given certain office hours when pupils can come for consultation. (For a most interesting account of this work of counselling see Parson's "Choosing a vocation".)

Vocational topics are being introduced in many schools in connection with the work in English, essays, debates, oral reports, and suggestive reading of books for inspiration and information. In several places Mr. Davis, of the Central High School of Grand Rapids, has recently outlined their course in English which is most suggestive to us as librarians as to what we may contribute to this work. Books are read and essays are written on the following topics which also are used in debates, oral reports, etc.

1. Elements of success in life. A study of the elements of character that made for success in the lives of truly successful men and women.

2. A study of vocations.

3. Choice of a vocation.

4. Preparation for life's work.

5. Business and professional ethics, investigations of questionable transactions, criticism of questionable advertising, etc.

6. Civil ethics,—the individual and the state. Aims to arouse interest in civic problems, e. g. Safe guarding of public money, lighting, pavements, etc.

See articles by Mr. Davis in English Journal, October 1912; and in Religious Education, Feb. 1913; National Education Association. Proceedings, 1912.

For every pupil in the school a card is kept in a card index and the choice of a vocation, record of a pupil's standing in his studies, his placement with an employer, change from one position to another, etc. are recorded, so that the schools no longer completely lose track of the pupils as in the past.

In some cities, notably Boston, vocation bureaus are established and printed bulletins about the occupations published for the schools. Employment bureaus are being maintained by the schools themselves in some cities, in other cities by the chamber of commerce, or by interested bodies of citizens. Conferences of parents, teachers, and employers, or others interested in this new community undertaking are being held in some cities and all are working together to see that the best possible chance is given to the boy or girl leaving school.

Vocational training is being introduced in many schools, special vocation schools are being established, continuation schools are being tried and an effort made to hold the boy or girl in school just as long as possible.

IV. THE LIBRARIAN'S PART IN VOCATIONAL GUIDANCE. Our first duty as librarians, if we are to aid intelligently in this new

movement in education, is to take time to read a few of the best books or magazine articles on different phases of this work as it is being developed in different cities. A careful reading of the following books and magazines would help us to get our bearings:

Bloomfield, Meyer. Vocational guidance of youth.

King, Irving. Social aspects of education (see chapter X).

Parsons, Frank. Choosing a vocation.

Outlook, August 27th, 1911—Business men in the making.

Religious Education, Feb. 1913—Articles by Jesse Davis, H. B. Wilson and Professor Sharp.

Once familiar with the general movement we must get in touch with the work in our own schools. It would be well to find out the names of the counselors or advisers to the students and invite them to a conference with you and your staff on ways in which you can help them in their work. Find out their special plan of work and how you can best aid them by means of lists, reserve shelves for books, sending books to the school building, etc. Your counselors will probably be the very finest men and women of the teaching corps of your city or town. Their new work means the use of books, catalogues, pamphlets, and a practical use of library methods in keeping a card index of pupils, occupations, etc. They will probably welcome what suggestions you can give them as to methods of keeping material, clippings, pamphlets, etc. and may be glad to turn that all over to you as librarian. Invite them to an informal afternoon tea with you, as has been done so successfully in Binghamton, N. Y., and in Somerville, Mass. You will probably get more suggestions from them in this informal way than by a more formal conference. Make use of any invitation you may have to speak to the teachers in their own faculty meeting. Here the school librarians have an unusual opportunity to get the teacher's point of view. In the small town where the librarian knows everyone she herself would often make the best possible counselor. If the work has not been started in the schools, start an interest in your library by bulletins calling the attention of teachers and principals to interesting books and magazine articles on this subject and let them know the resources of your library.

In all of our libraries there is a great amount of possible material for this work but it is so widely scattered in different classes of the Decimal classification that much of it is lost to teachers and students. Much of this material is old and its information on occupations is out of date. These books should be carefully weeded out. We need new subject headings and cross references in our card catalogues to aid

teachers looking up material on vocational guidance. At present this term does not appear in many card catalogues of large city libraries. A re-classifying of many books would increase their use. At present books which ought to stand side by side on the shelves as far as their use to teacher or pupil is concerned are scattered in many different classes. Here is a list of the various classes where, in a single library, different books with the same general purpose, to show young people what occupations were open to them, were classified, 607, 331, 174, 374, 304, 177, 396, 640, 658. In some of the high school libraries all these books have for convenience been put in one or two of these classes with greatly increased use. When this movement began, even the trained and experienced librarian had to do some conjuring to corral the books needed by the vocational advisers. There were no printed lists and one had to rely on one's own knowledge of the kinds of books needed and the possible places in the classification. It might be possible for librarians in general to decide upon some one class number where general books on vocational guidance could be grouped.

A typewritten or printed list of the resources of your own library and of the best printed bibliographies of other libraries should be sent to the principals and vocational counselors of each school. The Grand Rapids Public Library list is most suggestive for books that are inspirational and stimulating along ethical and civic lines, and the Brooklyn Public Library list "Choosing an occupation" is particularly strong on occupations.

While the list is of first importance to the teacher the suggestive grouping of books on the shelves will probably be the best means of reaching the boys and girls, especially if books are supplemented by attractive bulletins.

Have in your teacher's room or a corner set apart for your teachers a "Counselor's book shelf", as it is called in the Central High School of Grand Rapids. Reserve on this shelf books which would appeal more to the teacher than the pupil and be suggestive in her work of guidance. Have special shelves in a young people's corner with the heading "Choosing a career" and under some of the headings in the list on vocational guidance published by the Public Library of Grand Rapids in October 1913 group books which will appeal to boys and girls on such topics as "Elements of success in life," "Occupations for boys," "Vocations for girls," "Some successful men," "Notable women of recent times," etc. Have a shelf of books and other references on "Going to college." Group books on special occupations by occupations, e. g. Secretarial work, Law,

Medicine, Teaching, and with these shelve pamphlets on these subjects, binding the pamphlets in something similar to the Gaylord pamphlet binders, so that they can be borrowed for home use. After arranging all books which are of a general nature and interesting to both boys and girls, then set apart a special shelf or shelves for the boys and let them feel that that is their particular section, and use the same plan for bringing together the books which appeal to girls. Many such biographies as Booker Washington's "Up from slavery", Jacob Riis' "Making of an American", etc. appeal quite as much to the girls as to the boys and should be on the general shelves. But books on occupations for men and occupations for women are better grouped separately.

Keep your vocational shelves full of only live books which really make an appeal to the students. Do not store dead wood. Your best knowledge of these books will come from personal talks with the boys and girls as they bring back the books. Find out what books they like best and why they like them. Encourage them to be perfectly frank with you and do not be shocked or unsympathetic, if what seemed to you trite and mediocre was a favorite book with some of these students. It is hard for us to realize how little some of them have had in their home training. The Marden books may seem to say everyday things that anyone ought to know but they are the very greatest inspiration to many a boy and girl. One would suppose a girl's common sense would tell her some of the things that Ruth Ashmore tells in her "Business girl", but it was an eye opener to one high school pupil who was about to leave school for work. What would have no message for you or for the teacher would be a reveiation and opening of new doors of vision to many students in our elementary schools and high schools. Ask the English teacher to introduce book reviews in her English work in high school and have the boys and girls write freely their opinions of the vocational books they have read. Their papers will be of the greatest help to you in your work with them, if the teacher has succeeded in getting reviews which are spontaneous.

PAMPHLET MATERIAL. The librarian and teacher will find some of the most practical aids in this vocational work in the inexpensive literature published in the cities where the vocational guidance movement is organized. For the pupils in the last year or so of the elementary schools there are the attractive pamphlets published by the Vocation Bureau, of Boston, and the Girls' Trade Education League, Boston, as pamphlets on "The grocer", "The baker", etc. for boys, and on book binding, paper box making, dressmaking, etc. for

girls. For the high school pupil or college student there are the pamphlets on the architect, banking, landscape architect, etc. and for girls the publications of the Woman's Educational and Industrial Union, of Boston, on bacteriological work for women, medical social service, real estate, etc. The publications of the New York High School Teachers' Association are also suggestive and practical. The list appended to this paper will give most of the important pamphlets of this kind which can be bought for from 5 cents to 50 cents. The information is up to date and reliable and often they are better than any books. Many of these are too small to stand on the shelves, as they are easily lost. They can be bound in rope manila paper and filed in pamphlet boxes which should stand on the shelves with the books on a subject, e. g., after the books on occupations in general for girls place on the shelf a pamphlet box labelled "Domestic science" and collect in this box all small pamphlets, clippings which you have mounted, etc. on that topic. In this box should be catalogues of any school of domestic science where one could train for the work. Teachers College, Columbia University, prints special pamphlets showing its courses in this subject, the same is done at Simmons College, etc. Where the domestic science course is only printed in the general catalogue of a vocational school or college bring the course out in a card index of vocational material. This card index should be made as suggestive as possible of the resources of your library. Analyze your college and school catalogues as far as vocational subjects are concerned. Enter in this card index under the names of occupations references to catalogues, pamphlets, clippings, and to magazine articles on that occupation, e. g., "Secretarial work" should appear as one of the headings, and under that heading cards filed for all material you have on that subject or a reference to "The Readers' guide", if that seems wiser, for the magazine articles. As a rule, it will pay to bring out particularly good magazine articles in this vocation index. Get your teachers who are specialists to make out for you an outline of necessary qualifications, where to prepare, etc. for successful work in their line, e. g., our own physical training department worked out for our library a typewritten outline on physical training teaching as an opportunity for high school graduates. Qualifications for successful work in this field are stated, a list of all the best training schools for physical training is given and the cost of board and tuition in each is listed. There is also a list of positions filled by graduates of these different schools, minimum and maximum salary which can be expected, etc. These outlines can be made for the librarian by the art teachers, the domestic science

teacher, etc. Students will often want to borrow not only this outline for their parents to see but also the catalogues of the schools mentioned. The library should have a full supply of up to date catalogues of colleges and vocational schools.

CLIPPINGS. Daily papers and magazines are full of excellent material on the various occupations, on how men are succeeding along certain lines, on some of the secrets of success in the lives of our successful men and women and the difficulties which they have overcome. A volunteer corps from the high school could probably be secured to collect from all the students gifts of clippings, sort, mount and label them and keep these in large manila envelopes in a vertical file, or, as in the Chicago Public Library in the Civics room, in pamphlet boxes, with the pamphlets. Boys are usually eager to help in the library and can do this pasting of clippings well, if once trained. Clippings can be mounted on the cheapest mimeograph paper and all on the same subject filed in one envelope, e. g., "Law", "Stenography", etc. should have each its own envelope.

BULLETIN BOARDS. Some of the most important work the library can do is by way of suggestion and with very little expense and labor a librarian can make the vocational bulletin board a live factor in this work. Nothing elaborate need be attempted. Given the bulletin board of burlap or cork, let teachers and pupils know that suitable contributions of pictures, post cards, clippings, quotations that will prove stimulating and inspiring, etc. will be welcomed. See whether a class in high school would not volunteer to take charge of this bulletin board for one month and have an editorial committee of three appointed to change the bulletin every week. Post portraits of successful men and women of today, (successful in the highest meaning of that term), have short sketches of their lives, of what they have done in business or in social service. Select some suggestive quotations from Booker Washington on "Work", some of the splendid things Carlyle and Ruskin have said, Dr. Van Dyke's little sonnet on "Work" in his "Three best things", all of which have interested high school boys and girls. Post the small pamphlets on occupations for boys and girls, those of the Boston Vocation Bureau for boys, of the Girls Trade Education League, etc. Have post cards showing pictures of the colleges and vocational schools where some of the students may go to prepare for their work and brief accounts of what these offer to boys and girls. Post President Hyde's words on "The offer of the college" in his "College man and college woman". A suggestive center for a bulletin board is the beautiful colored reproduction of E. H. Blashfield's mural painting on the wall of the

Great Hall in the College of the City of New York. This represents Alma Mater leading the graduate out into life with the lighted torch which has been kindled by the college. Symbolical figures show what the past has contributed through the college to fit the boy for life, the great cities of the past are represented, Rome, Athens, etc., also the famous men of all times in science, literature, public life, etc. The picture appeals to boys and girls. Another picture admirably suited for a vocational bulletin board is the Memorial to Alice Freeman Palmer in the Chapel of Wellesley College. Here is expressed the same thought, Alma Mater leading the girl into life with the lamp of knowledge lighted by the college. Reproductions of this beautiful work of Daniel Chester French can be purchased in Wellesley and probably in other places. Through your bulletin board call attention to interesting articles in the magazines, and to new books which will be likely to appeal. Annotate your book lists to arouse interest.

OTHER WAYS OF INTERESTING BOYS AND GIRLS. Organize clubs among the pupils in the upper grades of the elementary school or the four years in the high school, or possibly those who have left the grammar school and are already at work. Let them study the different occupations, the lives of men who have succeeded in them and discuss the opportunities which they offer, the qualifications for success, the preparation needed. Encourage debates on the vocations, "Resolved that the factory girl is better off than the girl who goes out to do housework", "The work of the plumber vs. that of the carpenter", etc.

Have men and women come to your library and give brief talks on the occupations in which they have succeeded and the things which make for success. For elementary school children invite a plumber, a printer, a saleswoman from a department store, etc. to speak, if you can find those who can do it. If you know of some one who has gone out from your own community and succeeded, have him speak to the young people in your library, if he comes back to town occasionally. If someone has gone out from the high school and made his way in the world, invite high school pupils to hear him. In the Erasmus Hall Library, Brooklyn, N.Y., a series of such talks was given to the students, one hundred only out of a school of 2000 or more being admitted at a time and that by ticket. Tickets could be had for the asking up to the limit. This limitation made the tickets greatly prized. Speakers were secured on all kinds of occupations in which men and women are engaged. At afternoon tea afterwards boys and girls had a chance to ask questions and talk freely with these successful men and women. Representatives of

some of the fine vocational schools spoke at these library meetings telling of what training meant to many a boy or girl in helping them to just the right work.

The plan in Washington, D. C., of sending out from the public library a more or less personal letter to every boy or girl graduate as he or she leaves the high school might be adopted by many public libraries. This letter calls attention to what the public library offers the boy or girl in increasing his efficiency in business, opportunity for self education, etc.

Lastly and most important of all in this work the library can do in vocational guidance is the personal work of the librarian with the teachers and boys and girls. We may have our library material well organized, our machinery in perfect working order, but if the human touch is lacking, we shall fail to accomplish all that we ought. In our children's room the public library lays the very greatest stress upon the personal equation, the fitness of the librarian to play the part of sympathetic "Library friend" to the children. Few libraries as yet have provided the same kind of a library friend for the boys and girls of 14-18 who leave the children's room and go out into the adult department of the library with no one thereafter to guide their reading. At this crucial period when character is developing so rapidly, when they are ready for some of the best things that books can give and for some of the world's best books we have left them to flounder about as they can. High school libraries as a rule have failed to realize their great opportunity and the teachers have too often made the use of school and public library a task rather than a pleasure. In this vocational guidance movement comes a call for teachers and librarians to join forces in giving the same careful guidance to the adolescent in his reading that we have heretofore given to the child. Where a high school has study periods there is a marvelous opportunity for the librarian of the public library to persuade the Board of Education to appoint a trained and experienced librarian to take charge of that library or to permit one of your library assistants to go over to the high school and take charge of the school library during the school day or at least during the study periods when pupils are free to come in and read. Such co-operative arrangements have been made in the cities of Newark, N. J., Passaic, N. J., Cleveland, O., Portland, Oregon and Madison, Wisconsin.

Once let the right kind of librarian work with teachers and pupils *within* the school and we shall have at last found and cemented fast the connecting link between the public library and the high school. This work within the school instead of diminishing the use of public

library by high school pupils will increase it a hundred fold. The librarian in the high school will be able to get the school point of view in many matters, will know each teacher and student individually, will have opportunity for talking to the students in classes, clubs, in groups in the library at noon time, and to have what is asked for so often and which the school librarian prizes so much "a private talk" with a boy or girl about books or more frequently about life's problems as they come to these boys and girls. For the boy discouraged by some physical disability she can recommend Mrs. Shaler's book of courage, "Masters of fate", unfortunately lost in most of our libraries by being classed in 130, a shelf of books few of the general public visit in the public library. For the girl who has failed and has lost faith in herself she will recommend Dr. Gulick's "Mind and work" or the charming life of Alice Freeman Palmer and drop the remark as she hands out the book "You know she failed once, but finally won success". Many students have the wrong attitude toward work and need help along this line. A girl would make a first rate milliner, but chooses to be a teacher because in her mind it is "more respectable". Some of Booker Washington's paragraphs on work, especially manual work that needs to be done will help here. For the last two years of elementary school and the four years of high school I cannot too strongly emphasize the importance of biography, particularly modern biography,—lives of men and women of our own generation. We have splendid material for this work, lives of Edison, of Dr. Grenfell, Jane Addams, Ellen Richards, Helen Keller, and Jacob Riis's "Making of an American" and for older boys the life of William Henry Baldwin by John Graham Brooks entitled "An American citizen."

Dr. Parsons in his "Choosing a vocation" reminds us that, if we can help a student "to choose a work in which his best abilities and enthusiasms will be united, we can lay a foundation for his success and happiness. Such an occupation means love of work, high economic values, superior product, efficient service and good pay. If a man's best abilities and enthusiasms are separated from his daily work, if his occupation is merely a means of making a living and the work he loves to do is side tracked or pushed out of the way altogether, he will be only a fraction of the man he ought to be."

Let us in this work with our boys and girls help them to realize with Dr. Henderson what he calls, in his "Education and the larger life", the splendor of life. "Life is so great a possession, so unending a procession of delightful possibilities, that each day ought to be a new gladness and every day a veritable holiday. For all the work

that is worth doing, rightly handled is the greatest fun of all the fun that is. Only the work must be worthy, not unnecessary toil, but sturdy honest work that you can put your whole heart into and do it because you would rather do just that particular thing than anything else in the world."

SOME INEXPENSIVE AIDS FOR VOCATIONAL GUIDANCE

By Miss Mary E. Hall, Librarian,
Girls' High School, Brooklyn, N. Y.

List of pamphlets exhibited at the meeting of the Massachusetts Library Club, Brockton, October 23, 1913.

Bibliographies

Bayonne, N. J., Public Library. Classroom libraries on vocations selected for the fifth to eighth years of elementary schools. 1913

Brockton, Mass., Public Library. List on vocational guidance and training. (In Quarterly Bulletin, July, September, 1913, p. 22-24)

Brooklyn, N. Y., Public Library. Choosing an occupation. 1913

Especially valuable for grouping references under names of occupations. Books on occupations have been carefully analyzed.

Grand Rapids, Mich., Public Library. List on vocational guidance. (In bulletin. October, 1913)

Particularly strong along inspirational lines,—interesting biographies, stimulating essays on ethical and civic questions, books on elements of success in life, etc.

New York School of Philanthropy, 130 East 22d St., N. Y. List on vocational guidance. Bulletin Nov. 1911.

Pratt Institute Free Library, Brooklyn, N. Y. What to read on vocations. 1912

Philadelphia, Board of Education. Pedagogical Library. A working library on vocational guidance. 1912

Providence, R. I., Public Library. What next? A brief list on vocations.

Teachers' College, Columbia University, N. Y. List of books relating to industrial arts and education. 1911. $0.15

Vocation Bureau, 6 Beacon St., Boston. List of books, periodicals, etc. on vocational guidance.

—— List of speakers, lectures, etc. on vocational guidance.
Suggestive of a kind of list which should be compiled for every city.

Aids for the Vocational Counselor

Boston Home and School News Letter. V. 3 nos. 1-2. V. 4 nos. 1-3.
Interesting accounts of how the home and school are co-operating in vocational guidance in Boston.

Davis, Jesse B. Vocational and moral guidance through English in the high school.
Read at N. E. A., Chicago, 1912. Apply to Mr. Hosic, Normal College, Chicago.

—— Vocational guidance through English composition.
Apply to author, Central High School, Grand Rapids, Mich.

Gruenberg, Benjamin. Some aspects of vocational guidance.
Apply to author, Commercial High School, Brooklyn, N. Y.

Henry St. Settlement, 265 Henry St., New York. Directory of trade, industrial and art schools in New York. 1909
Suggestive of the kind of pamphlet which might be printed for any city.

High School Teachers' Association, New York City. a. Plan for a general vocational director in the schools.
b. Vocational adjustment of the children in the public schools.
Apply to Mr. E. W. Weaver, 25 Jefferson Ave., Brooklyn, N. Y.

National Conference on Vocational Guidance. Proceedings of the second conference, New York. 1912. $1.00
Apply to Mr. Benjamin Gruenberg, Commercial High School, Brooklyn, N. Y.

Rodman, Henrietta. Outline for vocational guidance. (Suggestive to Counselors.)

—— Printed outlines for vocational guidance through the English department. (Suggestive to English teachers.)
Apply to author, Wadleigh High School, N. Y.

U. S. Commissioner of Labor. Report on vocational guidance in the U. S. $0.10. 1910. (From his 25th annual report.)

Y. M. C. A., West Side Branch, 318 West 57th St., N. Y. Outline of the work of the vocation bureau.

Aids to Success

Hubbard, Elbert. Get out or get in line. Roycroft Press, East Aurora.

—— A message to Garcia. Roycroft Press.

Marden, O. S. Not the salary but the opportunity. Crowell. $0.10

Pape, W. J. The Spring of the year, a short talk to growing boys.
Apply to the author, Editor of Waterbury Republican, Waterbury, Conn.

Ranck, S. H. Don't be a quitter. H. W. Wilson Co.

Springfield, Mass., Public Library. List of books on "How to succeed."

Washington D. C., Public Library. Letters sent to home address of every boy or girl graduating from high school.
Suggests how the use of the public library may increase efficiency in business, enable the continuation of one's education, etc.

Wiers, C. R. The power of a business letter.
Apply to the author. Larkin Co., N. Y.

College Training

Poughkeepsie, N. Y. Adriance Memorial Library. Books about college.

Springfield, Mass., Public Library. Going to college.

Occupations for both Boys and Girls

High School Teachers' Association, New York City.
Civil service, $0.05
Graphic arts, $0.10
Wage earning occupations for boys and girls. $0.10.
Apply to Mr. E. W. Weaver, 25 Jefferson Ave., Brooklyn, N. Y.

Occupations for Boys

Buffalo, N. Y. Vocation Bureau, Chamber of Commerce.
Printing and allied trades. 1913

High School Teachers' Association, New York City.
Accountancy and the business professions. $1.00
Applying for work. $0.10
Choosing a career. $0.10
Opportunities for high school boys in machine shops.
Apply to Mr. E. W. Weaver, 25 Jefferson Ave., Brooklyn, N. Y.

McKeever, W. A. Assisting the boy in choosing a vocation. Agricultural College, Manhattan, Kansas.

New York State, Department of Agriculture, Albany. Extra help for the harvest. 1908
Experiment of sending city high school boys to help the farmers in midsummer.

Poughkeepsie, N. Y. Adriance Memorial Library. Books for boys entering business and the professions.

Vocation Bureau, 6 Beacon Street, Boston. Vocations for boys.

Architect. $0.15
Baker. $0.15
Banking. $0.25
Confectionery. $0.15
Department store. $0.50
Grocer. $0.15
Landscape architect. $0.15
Law. $0.75
Machinist. $0.15

Occupations for Girls

Association of Collegiate Alumnae. Vocational training, a classified list of occupations and institutions training educated women. $0.50
Apply to Miss V. H. Francis, 1420 Bellevue Stratford, Philadelphia.

Beard, R. O. The trained nurse of the future. (Reprint.) Amer. Medical Assoc., 535 N. Dearborn St., Chicago.

Cleveland, O. Co-operative Employment Bureau for Girls. Report. 1912.

—— Thoughts for a girl who is leaving school. Leaflet.
Excellent for posting on Bulletin board.

—— Vocations for Cleveland girls. Printing, etc.

Dodge, H. H. Survey of occupations open to the girl of 14-16 years. Girls' Trade Education League, Boston. 1912. $0.25

Girls' Trade Education League, 6 Beacon St., Boston, Mass.

Telephone operator.
Bookbinding.
Stenography.
Dressmaking.
Millinery.
Nursing.
Paper box making.
Knit goods manufacture.
Clothing machine operating.
Salesmanship.
Manicuring and hairdressing.
Straw box making.
Nursery maid.

Excellent for girls leaving elementary school and lower classes in high school. Each $0.10

High School Teachers' Association, New York City.

Choosing a career for girls. $0.10

Wage earning occupations connected with the household arts. $0.10
Apply to Mr. E. W. Weaver, 25 Jefferson Ave., Brooklyn, N. Y.

Poughkeepsie, N. Y. Adriance Memorial Library. Books for women about to enter business or the professions.

Poughkeepsie, N. Y., Board of Education. Choosing an occupation, work open to women in Poughkeepsie.

Pratt Institute Free Library, Brooklyn, N. Y. Notable women of modern times, a list of inspiring biographies for girls.

Stevens, B. M. Study of woman's work in Cleveland, Ohio. Consumer's League, Cleveland, May, 1908.

U. S. Education, Bureau of. Bulletin, no. 7, 1912. Educational status of nursing.

University of Minnesota, Minneapolis, Minn. Vocations for college women.

Women's Educational and Industrial Union, 264 Boylston St., Boston.

1. Probation work.
2. Advertising.
3. Home and school visiting.
4. Publishing house work.
5. Poultry raising.
6. Proof reading.
7. Real estate.
8. Industrial chemistry.
9. Bacteriological work.
10. Interior decoration.
11. Medical social service.
13. Social service to children.
14. Settlement work.

Young Women's Christian Association, 65 S. 4th St., Columbus, O. In search of an occupation. $0.05

Very popular with girls.

For further information as to the latest pamphlet publications useful in vocational guidance write to the following: Mr. Jesse B. Davis, Sec. National Vocational Guidance Assoc., Municipal Building, Grand Rapids, Mich.; Miss Ethel M. Johnson, Librarian, Women's Educational and Industrial Union, 264 Boylston St., Boston.

VOCATIONAL GUIDANCE AND EDUCATION

By John G. Moulton, Librarian,
Haverhill Public Library.

The following selected list includes some of the best recent books suited to American conditions and available for the average library. Books dealing with specific occupations are indicated by an asterisk. For detailed information on specific occupations consult "Choosing an occupation" by the Brooklyn Public Library, which is the most extensive list easily available.

Abbott, Edith. Women in industry. Appleton, 1910. $2.00

American Academy of Political and Social Science. Annals. Industrial education. 1909. Phil. $1.50

***Bailey, L. H.** Training of farmers. Century, 1909. $1.00

***Beveridge, A. J.** Young man and the world. Appleton, 1905. $1.50

Bloomfield, Meyer. Vocational guidance of youth. Houghton, 1911. $0.60

***Bullock, E. D.** Selected articles on the employment of women. H. W. Wilson, 1911. $1.00

***Chief Pub. Co., N. Y.** How to prepare for first grade and sub-clerical examinations, U. S. service. 1911. $1.00

City Club of Chicago. Report on vocational training in Chicago and other cities. 1912. $1.50

Davis, Jesse B. Vocational and moral guidance. Ginn, 1914. $1.25

Dean, A. D. The worker and the state. Century, 1910. $1.20

Eliot, C. W. Education for efficiency. Houghton, 1909. $0.35

***Fowler, N. C.** How to get and keep a job. Oakwood Co., 1907. $1.25

*——— How to get your pay raised. McClurg, 1912. $1.00

*——— Starting in life. Little, 1906. $2.00

Gillette, J. M. Vocational education. Am. Book Co., 1910. $1.00

***Hall, S. R.** How to get a position and keep it. Funk, 1908. $0.50

Hanus, P. H. Beginnings in industrial education. Houghton, 1908. $1.00

Kerschensteiner, Georg. Education for citizenship. Rand, 1911. $0.75

King, Irving. Social aspects of education. Macmillan, 1912. $1.60

***Laselle, M. A.** *and* **Wiley, K. E.** Vocations for girls. Houghton, 1913. $0.85

Leake, A. H. Industrial education, its problems, methods and dangers. Houghton, 1913. $1.25

Leavitt, F. M. Examples of industrial education. Ginn, 1912. $1.25

McKeever, W. A. Training the boy. Macmillan, 1913. $1.50

***Marden, O. S.** Choosing a career. Bobbs, 1905. $1.00

—— Getting on. Crowell, 1910. $1.25

—— Training for efficiency. Crowell, 1913. $1.25

Munroe, J. P. New demands in education. Doubleday, 1912. $1.25

Munsterberg, Hugo. American problems from the point of view of a psychologist. Moffat, 1910. $1.60

—— Psychology and industrial efficiency. Houghton, 1913. $1.50

—— Vocation and learning. 1912. People's University, University City, St. Louis, 1912. $1.25

National Education Association of the U. S. Report of the Committee on the place of industries in public education. 1910. National Education Asso. $0.15

National Society for the Promotion of Industrial Education. Bulletins, 2-14. 1907-11. N. Y.

***Parsons, Frank.** Choosing a vocation. Houghton, 1909. $1.00

Person, H. S. Industrial education. Houghton, 1907. $1.00

Reid, Whitelaw *and others.* Careers for the coming men. Saalfield, 1904. $1.50

***Richardson, A. S.** The girl who earns her own living. Rickey, 1909. $1.00

***Rollins, F. W.** What can a young man do? Little, 1907. $1.50

Shaw, Albert. Outlook for the average man. Macmillan, 1907. $1.25

Smith, W. H. All the children of all the people. Macmillan, 1912. $1.50

Snedden, D. S. Problem of vocational education. Houghton, 1910. $0.35.

Ward, E. J. Social center. Appleton, 1913. $1.50

Weeks, R. M. People's school. Houghton, 1912. $0.60

***Wilson, C. D.** Working one's way through college and university. McClurg, 1912. $1.00

Young Men's Christian Association. Association educational work for men and boys. N. Y. Y. M. C. A., 1912. $1.00

***Weaver, E. M.** Vocations for girls. Barnes, 1913. $0.75

***Women's Educational and Industrial Union, Boston.** Vocations for the trained woman other than teaching. Longmans, 1910. $1.20

***Women's Municipal League of Boston.** Opportunities for vocational training in Boston. 1913. $1.25

Periodicals

Manual training magazine. Manual Arts Press, Peoria, Ill. $1.50

Vocational education. Manual Arts Press. $1.50

THIS BOOK IS DUE ON THE LAST DATE STAMPED BELOW

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